



NORTH CAROLINA COLLEGE AT DURHAM

Summer School - 1959



BULLETIN

North Carolina College At Durham



SUMMER SCHOOL

1959

DURHAM, NORTH CAROLINA

SUMMER SCHOOL CALENDAR 1959

REGULAR SESSION—JUNE 8-AUGUST 1

- June 7 Sunday—Dormitories open for occupancy—8:00 a.m.
- 8 Monday—Registration: 9:00 a.m.-4:00 p.m.
- 9 Tuesday—Classes begin at 8:00 a.m.
- 13 Saturday—Regular schedule of classes
- 15 Monday—Last day for late registration and class changes
- 27 Saturday—Regular schedule of classes
- 29 Monday—Last day for filing applications for foreign language examinations
—Last day for filing applications for Master's written examinations
- July 9 Thursday—Language examinations for the Master's degree: 2:00 p.m.
- 11 Saturday—Regular schedule of classes
—Six Weeks Session Closes
- 15 Wednesday—Last day for submitting theses and applications for oral examinations to be acted upon during the Summer School
- 18 Saturday—Regular schedule of classes
- 23-24 Thursday-Friday—Tenth Annual Principals-Supervisors Conference
- 25 Saturday—Regular Schedule of Classes
- July 31-August 1 Friday & Saturday—Final examinations for the Nine Weeks Session
- August 1 Saturday—Nine Weeks Session Closes

FACULTY

Administration

ALFONSO ELDER, Ed.D.	103 Administration Building	President
JOSEPH H. TAYLOR, Ph.D.	103 Classroom Building	Director of Summer School
WILLIAM H. BROWN, Ph.D.	111 Administration Building	Dean of the Graduate School
GEORGE T. KYLE, Ph.D.	101 Administration Building	Dean of the Undergraduate School
D. ERIC MOORE, M.A.	204 James E. Shepard Memorial Library	Dean of the School of Library Science
BENJAMIN F. SMITH, Ph.D.	103 James E. Shepard Memorial Library	Librarian
FRANCES M. EAGLESON, A.B.	114 Administration Building	Registrar
WILLIAM JONES, M.A.	105 Administration Building	Business Manager
SUDIE H. MARROW, B.S.C.	112 Administration Building	Bursar
LOUISE M. LATHAM, M.A.	113 Administration Building	Dean of Women
JOHN L. STEWART, M.A.	202 Administration Building	Dean of Men
CHARLES D. WATTS, M.D.	111 Health Center	Director of Student Health Service

Instruction

RUTH L. ANDERSON, M.A., Roanoke Virginia City Schools	Education
MARY L. BOHANON, M.A.	Dramatic Art
MAXWELL R. BROOKS, Ph.D., Professor of Sociology, Wilberforce University	Sociology
ROSE BUTLER BROWNE, Ed.D.	Education
JAMES R. BUTTS, M.S.	Chemistry
HORACE G. DAWSON, M.A.	English
DIANA S. DENT, M.A.	Home Economics
HELEN G. EDMONDS, Ph.D.	History
SING-NAN FEN, Ph.D.	Education
JAMES C. FINNEY, Ed.D.	Education
STEWART B. FULBRIGHT, Ph.D.	Commerce
CHRISTOPHER C. HANDY, M.A.	Biology
LUCY S. HERRING, M.A., Supervisor, Asheville-Buncombe County Schools	Education
SAMUEL W. HILL, M.A.	Music
RUTH N. HORRY, Ph.D.	French
ROBERT W. JOHN, Ed.D.	Music
ANN E. JOHNSON, M.S. In Lib. Science	Library Science
ERWIN JOHNSON, A.B.	Physical Education
EVELYN L. JOHNSON, Ed.D.	Education
NORMAN JOHNSON, Ed.D.	Education
CHARLES E. KING, Ph.D.	Sociology
JAMES S. LEE, Ph.D.	Biology
IRVING A. McCOLLUM, M.A.	Mathematics
D. ERIC MOORE, M.A.	Library Science
HELEN S. MORSE, M.S.	Public Health Nursing
MARY V. MYHAND, M.A.	Home Economics
JAMES E. PARKER, M.A.	Education
CECIL L. PATTERSON, M.A.	English
EARL W. PHILLIPS, M.B.A.	Commerce
JOSEPH A. PITTMAN, Ed.D.	Education
EVELYN B. POPE, M.S. in Lib. Science	Library Science
CHARLES A. RAY, Ph.D.	English
ROGER D. RUSSELL, Ed.D.	Education
CECIL L. SPELLMAN, Ph.D.	Education

Instruction Continued

MARY F. SUGGS, Ed.D.	Commerce
IVAN E. TAYLOR, Ph.D., Chairman, Department of English, Howard University	English
JAMES T. TAYLOR, M.A.	Psychology
JOSEPH H. TAYLOR, Ph.D.	History
ETHELYNNE THOMAS, M.A., Durham City Schools	Education
RAY THOMPSON, Ed.D.	Education
EDGAR A. TOPPIN, Ph.D., Division of Social Sciences, Fayetteville State Teachers College	History
ROSS E. TOWNES, Pe.D.	Physical Education
MILDRED W. TURNER, Ed.D.	Education
MINNIE P. TURNER, M.A.	English
MURIEL A. WALKER, M.S. in Lib. Science	Library Science
ALLEN E. WEATHERFORD, Ph.D.	Physical Education
RUBIN F. WESTON, M.A.	Social Science
EDWARD N. WILSON, M.A.	Social Science
HOWARD E. WRIGHT, Ph.D.	Education
PERCY YOUNG, Ed.D.	Education

Audio-Visual Education Workshop

Norman Johnson, Ed.D.

James E. Parker, M.A.

Christopher Reynolds, M.A., Department of Education, Knoxville College

Driver Education

Norman Johnson, Ed.D.

Health and Physical Fitness Workshop

Leroy T. Walker, Ph.D.

Institute in Human Relations

J. Neal Hughley, Ph.D.

Principals' Workshop

A. H. Anderson, M.A., Principal, Paisley Junior High School, Winston-Salem

James C. Finney, Ed.D.

Thebaud Jeffers, M.A., Principal, Highland High School, Gastonia

Reading Program

Lucy S. Herring, M.A., Supervisor, Asheville-Buncombe County Schools

Summer Institute for High School Teachers of Science and Mathematics

Charles Goolsby, Ph.D., Professor of Biology, Northeastern University

Louis Hansborough, Ph.D., Professor of Biology, Howard University

Robert W. Mann, Ph.D., Associate Professor of Mathematics, University of North Carolina

Kelso B. Morris, Ph.D., Professor of Chemistry, Howard University

W. R. Talbot, Ph.D., Department of Mathematics, Lincoln University, Jefferson City, Missouri

Ezra L. Totton, Ph.D.

William H. Robinson, Ph.D., Director

Summer Studies in Alcoholic Education

Leroy T. Walker, Ph.D.

THE 1959 SUMMER SCHOOL

GENERAL INFORMATION

Admission

The Summer School is organized to meet the needs of three classes of students: (1) those who are interested in pursuing courses leading to undergraduate, graduate, or professional degrees; (2) those who are interested primarily in taking courses leading to certificate renewal; and (3) those who desire to spend a summer at a first class institution—in a stimulating cultural and social environment—for their own personal betterment.

Students falling in the first category must fulfill the admission requirements of the particular division of the college in which they enroll for degree credit. There is a wide variety of courses (including workshops) for students interested in certification. If there are doubts as to the particular courses to be taken for certificate renewal, the student should first consult the certification officer in his State Department of Public Instruction. For the student who is interested in personal betterment, evidence of ability to profit from collegiate instruction is required. This requirement is usually met through graduation from an accredited high school.

The prospective student is advised to distinguish between admission to the Summer School and admission as a candidate for a degree. Descriptions of steps to be taken by prospective candidates for degrees are found under the section titled "Degrees."

Registration

Registration for the six and nine weeks session of the Summer School will be held on Monday, June 8 from 9:00 to 12:00 m., and from 2:00 to 4:00 p.m. The following steps should be taken by the student to facilitate his registration:

- (1) Obtain a "Registration Procedure" from one of the residence halls, the Administration Building or the Education Building.
- (2) Plan program and get the signature of the appropriate faculty advisor on the study list. Advisors will be in rooms designated on the "Registration Procedure."
- (3) Complete registration, including payment of fees, in the Women's Gymnasium. Students are urged to register on the date set aside for this purpose. No registrations will be accepted after June 15 except by special permission of the Director of the Summer School.

Housing

Four residence halls for women, and one for men provide living accommodations for approximately seven hundred students. A limited amount of space will be made available in the men's residence hall for married couples. Women will make application for residence through the Office of the Dean of Women; men through the Office of the Dean of Men. An advanced deposit of \$5.00 payable to North Carolina College at Durham in

the form of a draft or money order must be made by each student when application for reservation of a room is made. This fee will be held as a key deposit and breakage fee. The unused portion of the deposit will be returned upon completion of the contract and return of the room key.

If the individual decides not to enroll the room deposit will be returned if the request is received 10 days before the opening of the session for which the student has made application.

Expenses		
	Six Weeks (5-6 sem. hrs.)	Nine Weeks (8-9 sem. hrs.)
I. Residents of North Carolina		
*Tuition	\$ 33.50	\$ 50.00
Fees		
Registration	5.00	7.50
Activities	1.50	2.25
Medical	2.50	3.75
Library and Lyceum	3.00	5.00
Total Tuition and Fees	45.50	68.50
Board and Lodging	70.50	104.25
TOTAL EXPENSES	\$116.00	\$172.75
II. Non-Residents		
*Tuition	83.00	125.00
Fees (Same as above)	12.00	18.50
Total Tuition and Fees	95.00	143.50
Board and Lodging	70.50	104.25
TOTAL EXPENSES	\$165.50	\$247.75

SPECIAL FEES (Nine-Week Session)

Music Lessons (one per week and use of piano)	10.00
Thesis Conference	15.00

REFUND. If a student withdraws from the College within the first week of registration, 50% of tuition and fees, exclusive of registration fee, will be refunded. After this date, no refunds of tuition and fees will be made. Board and lodging will be refunded on the basis of the time spent at the College. Unused portions of meal coupon books must be turned in to the Business Office before any amount of board will be refunded. No deduction in board and lodging will be made for any absence of less than one full week.

Credit

Students registering for a particular session of the Summer School may take only such courses as are listed for that session.

For the six weeks session the maximum amount of work that may be carried for credit is six semester hours. The maximum load for graduate students in the nine weeks session is nine semester hours. Undergraduates

* Resident students taking less than a normal load for a session will be charged \$6.25 per semester hour. For non-residents the charge will be \$13.50 per semester hour. The charges for auditors are the same as for students enrolled for credit.

may take a maximum of nine semester hours of academic courses plus a one semester hour activities course during the nine weeks session.

Schedule

The school day is divided into the following periods:

First Period	8:00- 8:50
Second Period	9:00- 9:50
Third Period	10:00-10:50
Fourth Period	11:00-11:50
Fifth Period	12:00-12:50
Sixth Period	2:00- 2:50
Seventh Period	3:00- 3:50

Cultural and Recreational Opportunities

The cultural and recreational programs for the Summer School are planned to provide the same type of opportunities for broad experience as are found in the academic program. To that end, activities for large and small groups are scheduled. The lyceum series will include outstanding artists and lecturers.

The athletic and recreational facilities of the college are at the disposal of Summer School students. Recreational opportunities include:

SOFTBALL	HANDBALL	VOLLEY BALL
TENNIS	BADMINTON	HORSESHOES
SWIMMING		HIKING

Students are urged to bring swimming suits and tennis racquets.

Workshops

To meet the peculiar needs of inservice teachers the Summer School will feature several workshops during the 1959 session. Except as otherwise indicated the workshops will run for six weeks (June 8-July 11); will require the full time of participants; and will yield six semester hours of credit. Students interested in applying workshop credits toward a graduate degree should consult their academic advisors before enrolling in a workshop. Workshop credits may be applied toward the renewal of certificates.

Workshop in Audio-Visual Education

This workshop will provide facilities, staff and materials for teachers interested in the selection, evaluation, utilization and preparation of audio-visual teaching materials.

Driver Education (June 9-July 6; July 7-31)

(To be offered if there is sufficient demand)

This program is designed to qualify teachers for positions as instructors in driver and safety education in the high schools of the State. It presents a method of teaching the skill of driving and considers the developing of

attitudes with particular reference to state traffic laws and the need for obedience of them. Intensive "behind the wheel" instruction is given. A valid operator's license is required. Graduate credit will not be granted.

Institute in Human Relations (July 6-25)

The Institute in Human Relations is offered under the joint sponsorship of the College and the New World Foundation. The main purpose of the institute is to help administrators, classroom teachers, social workers, and leaders of youth groups to improve their own leadership. Opportunity will be given for the study of methods used in schools and community groups to identify and deal with tensions arising from social, religious, racial and economic differences.

Health and Physical Fitness Workshop

This workshop is designed for teachers of health and physical education, coaches, Y.M.C.A. and Y.W.C.A. personnel, and others interested in developing health and physical fitness programs in high schools, camps, and colleges. Credit for certification.

Principals' Workshop (June 22-August 1)

The Principals' Workshop will be concerned with specific problems confronted by Principals of Elementary and Secondary Schools. Considerable attention will be devoted to the latest trends and developments in these areas of administration.

Reading Program

The reading program may include four, six, or nine semester hours of course work. Six semester hours of work, earned during the six weeks session, may be used for certificate renewal. In order to receive credit towards a graduate degree, the student must enroll for nine weeks. The program is based on two beliefs: (1) That a reading problem has its genesis in the one or more factors in the child's make-up, or in his living and learning environment which prevent his achieving up to the learning capacity which he possesses. (2) That reading difficulties can be corrected through the application of proper diagnosis and remedial instruction.

Summer Studies in Alcoholic Education (June 9-19)

The purpose of the Summer Studies in Alcoholic Education, yielding 2 semester hours, is to help teachers and other interested persons to gain a better understanding of the many problems—sociological, psychological, and physiological—which arise through the use and misuse of beverage alcohol. Graduate credit will not be granted.

Summer Institute for High School Teachers of Science and Mathematics (June 15-July 25)

The National Science Foundation will sponsor an Institute for High School Teachers of Science and Mathematics. It is intended to strengthen

the subject matter background of secondary school teachers of biology, chemistry, and mathematics. Those selected to participate in the Institute will receive a generous stipend, and dependency and travel allowances. A limited number of other persons will be permitted to enroll in courses for which they have the proper prerequisites. A maximum of six semester hours credit may be earned in the Institute. For further details and application forms, write to Dr. W. H. Robinson, Director, Summer Institute for High School Teachers of Science and Mathematics, North Carolina College at Durham.

Degrees

Courses leading to the following degrees are offered during the nine weeks session: the undergraduate degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Commerce, Bachelor of Science in Home Economics, Bachelor of Science in Public Health Nursing, and the graduate degrees of Master of Arts, Master of Science, Master of Education, Master of Library Science, and Doctor of Philosophy (Education).

The degree programs of the Summer School are offered in the College of Arts and Sciences, the Graduate School, and the School of Library Science.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences offers a program of undergraduate instruction in selected courses from the regular catalogue of the College. Graduates from accredited high schools in North Carolina, and from high schools which are members of recognized regional accrediting associations, are admitted on the presentation of certificates of credit.

Every candidate for admission to the College as a freshman must present from the principal of his high school a transcript covering his entire record of subjects taken during his secondary school career. The Registrar of the College will furnish blanks for this purpose.

The Summer School affords an opportunity for high school graduates to enter the college immediately and to continue their education without interruption. By attending three nine weeks sessions and three academic years the student may reduce by one calendar year the time necessary to complete the requirements for the A.B. or B.S. degree.

Requirements for Graduation

For any degree the applicant must have credit for a minimum of 124 semester hours and must have met the requirements of each individual department. No more than twenty-five per cent of the credit necessary for any degree may consist of extension or correspondence courses.

The number of semester hours of credit required for graduation represents the quantitative aspects of the student's work. In addition to that requirement the applicant must have a minimum of 124 quality points and an average of at least 1 in the field of his major and minor.

A minimum of one year of residence study giving credit for at least 30 semester hours is required for any degree. All of the work of the senior

year must be done in residence at the institution, unless special permission to do it elsewhere is granted by the Dean of the College. Thirty-six weeks of summer school attendance will satisfy the residence requirement.

THE GRADUATE SCHOOL

The Graduate School of North Carolina College presents to the serious student unusual opportunities for advanced study. The privileges of the Graduate School are, in general, open to persons who have received the bachelor's degree from an accredited institution, and who show promise of being able to do satisfactory work in their chosen fields of study.

Students desiring to receive graduate credit for courses taken during the summer must make formal application for admission to the Graduate School on forms provided by the Registrar or by the Graduate Office. In order to simplify the registration process the form, accompanied by an official transcript of the student's work, should be submitted thirty days prior to registration.

Provisional admission to the Graduate School may be granted applicants who fail to meet all of the formal requirements.

Specific requirements for graduate degrees follow:

1. Master of Arts or Science

- a. A Bachelor's degree from a recognized institution.
- b. A minimum residence period of two semesters, or thirty-six weeks if taken in summer sessions. All work credited toward a Master's degree must be completed within a period of six years.
- c. A reading knowledge of one modern foreign language or successful completion of a course in statistics. This requirement must be satisfied prior to admission to candidacy.
- d. Application for admission to candidacy for the Master's degree must be filed at least four months before the commencement at which the degree is expected.
- e. Completion of thirty semester hours of course work, eighteen to twenty-one of which must be in the department of the major, and nine to twelve in the department of the minor.
- f. A written examination in the field of the major.
- g. A thesis.
- h. An oral examination covering the entire field of study and the thesis.

2. Master of Education

- a. The Master of Education program at North Carolina College is aimed at the production of elementary school teachers who are above average in the personal, social and professional competence usually associated with effective teaching.
- b. Graduates of accredited colleges who hold a North Carolina Elementary "A" Certificate, or the equivalent, are eligible for admission to study in the Master of Education program.
- c. The minimum residence requirement is one academic year of two semesters, or thirty-six weeks' attendance in summer sessions. The requirements must be fulfilled within a period of six years.

- d. Each candidate for the Master of Education Degree is required to develop a written report of a library or field project in connection with some course in the student's program.

This project must be approved by the student's advisor and by the Committee on Graduate Instruction in Education.

3. Doctor of Philosophy in Education

General requirements for the degree are similar to those followed by other institutions in this region. Specialization is possible in the following areas: Administration and Supervision, Educational Psychology, Elementary Education, Guidance and Personnel, History of Education, Comparative Education and Secondary Education. The allied departments in which minor programs may be taken are: English, History, Psychology, and Sociology.

THE SCHOOL OF LIBRARY SCIENCE

The School of Library Science offers instruction in the basic purposes, principles, and practices of library administration and service, preparing its students for professional careers in school, college, and public libraries, and laying a foundation for future advanced study and specialization.

Two programs of study are offered: an undergraduate curriculum of basic courses, and a graduate professional curriculum of advanced studies in library science and cognate disciplines.

Master of Library Science

The general requirements for the degree of Master of Library Science for students who have qualified for admission to the graduate program are:

- a. Successful completion of thirty semester hours of course work approved by the Dean of the Library School.
- b. A minimum of two semesters of residence work or its equivalent in the Summer School. This requirement must be fulfilled within a period of six years.
- c. The passing of a final comprehensive examination covering work of the courses pursued.
- d. Attainment of practical competence in elementary library procedures. Induction training will be provided to aid the student in meeting this requirement. Students who have substantial library experience should be able to meet it without further work.

COURSE OFFERINGS

Designation of Courses. The attention of prospective students is called to the course numbers: those primarily for undergraduates, 100-399; those for seniors and graduates, 400-499; those for graduates only, 500 and above.

The Summer School reserves the right to discontinue courses in which the enrollment is below ten.

SIX WEEKS SESSION

Biology (Science Institute)

- | | | |
|--------|-----------------------------|-----------------|
| 520-S. | EXPERIMENTAL EMBRYOLOGY (3) | Mr. Hansborough |
| 550-S. | ENDOCRINOLOGY (3) | Mr. Goolsby |

Chemistry (Science Institute)

- | | | |
|--------|----------------------------------|------------|
| 500-S. | ADVANCED INORGANIC CHEMISTRY (3) | Mr. Morris |
| 521-S. | ADVANCED ORGANIC CHEMISTRY (3) | Mr. Totton |

Education

- | | | |
|-------|--|-------------------------|
| S508. | PRINCIPALS' WORKSHOP (6)—June 22-August 1 | Mr. Finney
and Staff |
| S517. | STUDIES IN ALCOHOLIC EDUCATION (2)—June 9-19 | Mr. Walker |
| S528. | AUDIO VISUAL MATERIALS WORKSHOP (6) | Mr. Parker
and Staff |
| | THE READING PROGRAM (4-6) | Mrs. Herring |

Mathematics (Science Institute)

- | | | |
|--------|--------------------------------------|------------|
| 511-S. | TOPICS IN APPLIED MATHEMATICS I. (3) | Mr. Mann |
| 531-S. | TOPICS IN ADVANCED CALCULUS I. (3) | Mr. Talbot |

Physical Education

- | | | |
|-------|--|------------|
| S544. | HEALTH AND PHYSICAL FITNESS WORKSHOP (6) | Mr. Walker |
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Sociology

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|--------|--|-------------|
| S-544. | INSTITUTE IN HUMAN RELATIONS (3)—July 6-25 | Mr. Hughley |
|--------|--|-------------|

NINE WEEKS SESSION

The courses which follow will yield credit toward undergraduate, graduate, and professional degrees.

Art

- | | | |
|------|--|------------|
| 100. | SURVEY OF ART HISTORY (2)
The non-major is introduced to the historical development of art through the means of lectures and slides. | Mr. Wilson |
| 211. | DRAWING AND PAINTING (2)
This course is for beginning and advanced students treating pictorial expression with an analysis of space, line, volume, texture, and color with emphasis on compositional arrangement. | Mr. Wilson |
| 440. | SCHOOL ART (2-3)
This is a study of elementary school child art. Students will be given an opportunity to work with various media. | Mr. Wilson |

Biology

- | | | |
|------|---|-----------|
| 110. | GENERAL BIOLOGY (5)
An introductory course designed to acquaint the beginning student with the general principles of Biology. Five lectures and four two hour laboratory periods per week. | Mr. Handy |
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"THE AUDITORIUM"

JAMES E. SHEPARD MEMORIAL LIBRARY





CHIDLEY HALL: MEN'S RESIDENCE



RUSH HALL: WOMEN'S RESIDENCE

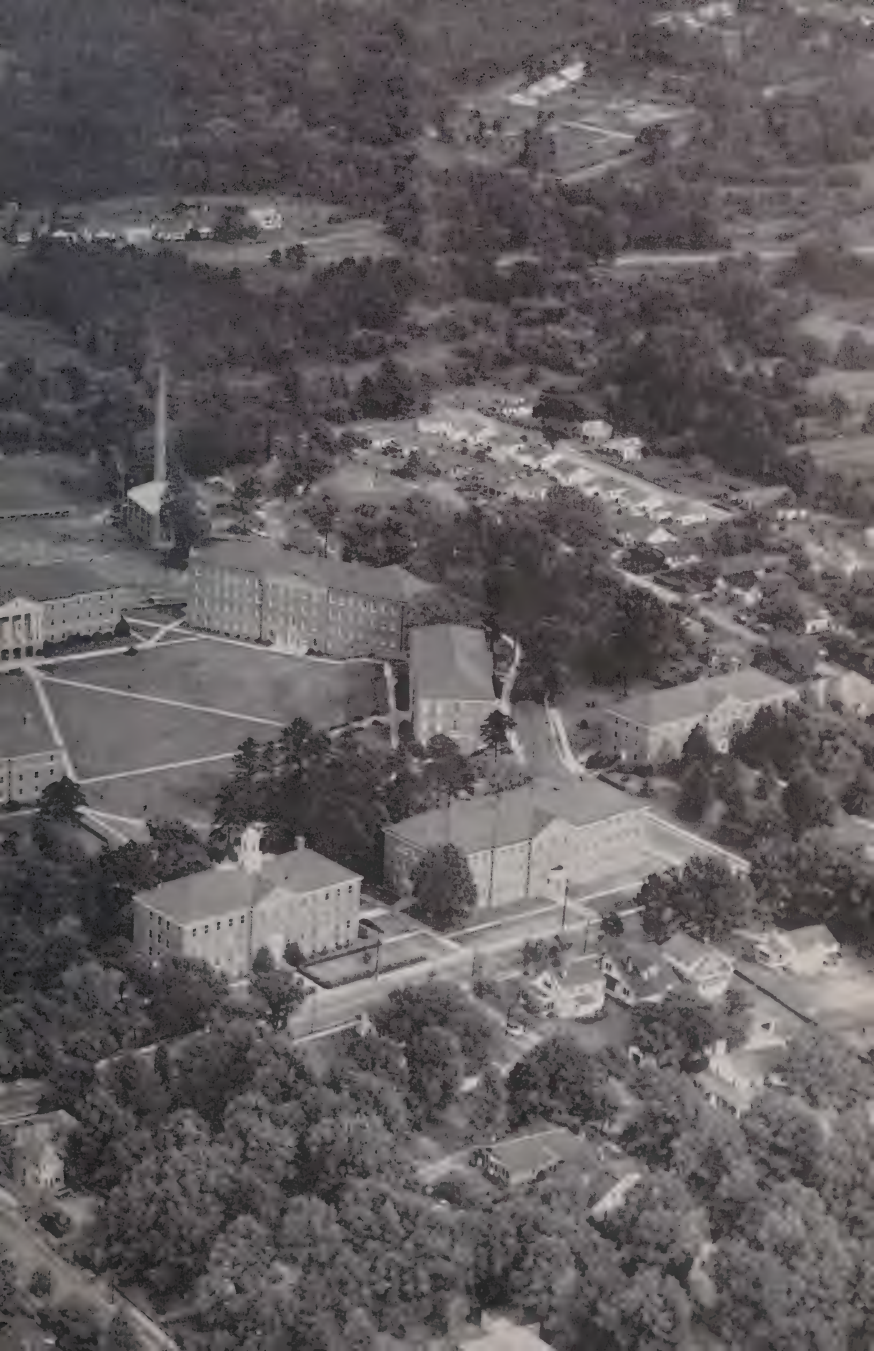


"ENGLISH AND SOCIAL SCIENCE"

"THE LAW SCHOOL"









FINE ARTS

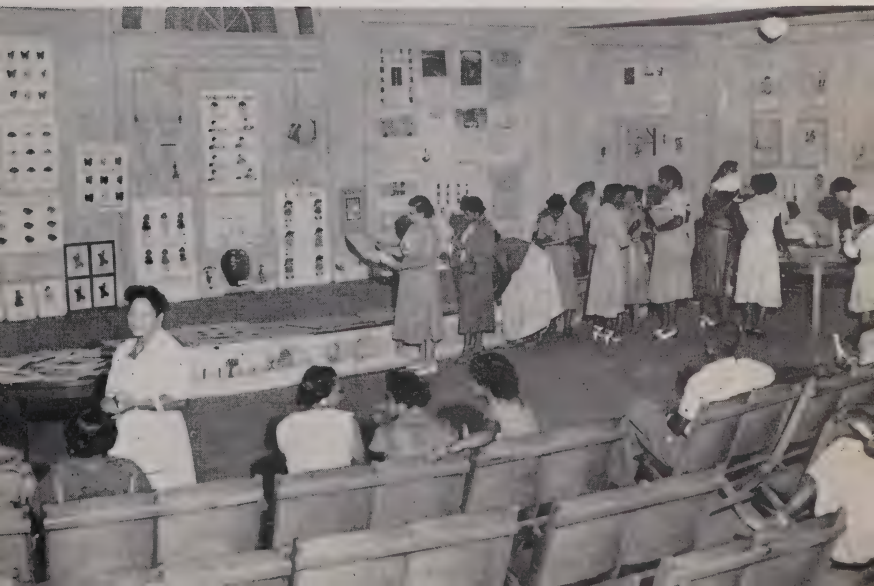
“THE EAGLE”

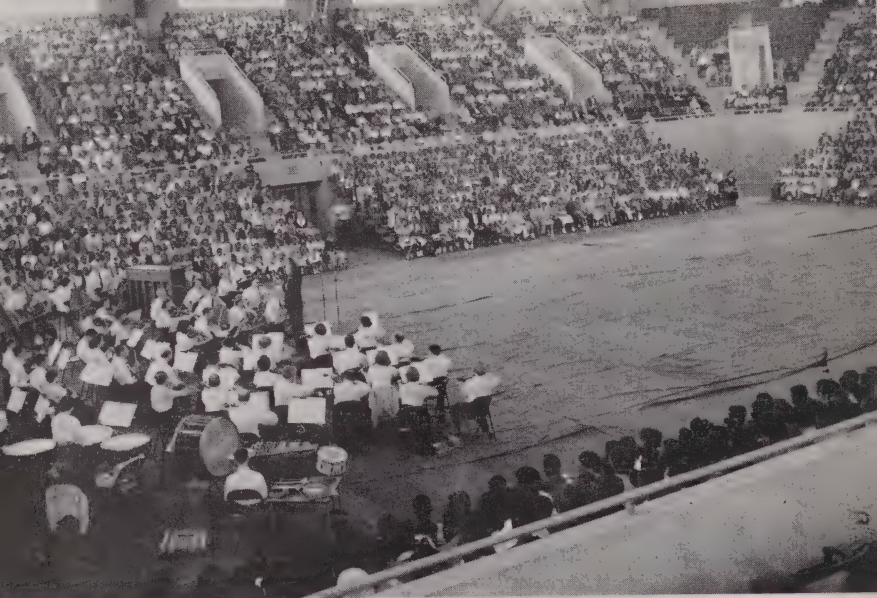




"STORY TELLING TIME: THE NURSERY SCHOOL"

READING CLINIC "OPEN HOUSE"





THE NORTH CAROLINA SYMPHONY ORCHESTRA

THE NORTH CAROLINA COLLEGE THESPIANS PRESENT "ANTIGONE"



322. **GENERAL BACTERIOLOGY (3)**
Lectures and laboratory work dealing with micro-organisms are presented. Mr. Lee
430. **VERTEBRATE PHYSIOLOGY (3)**
This course involves a study of the Physiology of muscle, nerve, circulation, respiration, digestion, and excretion. Mr. Lee
512. **GENETICS (3)**
A study of the principles of Mendelian heredity; linkage, mutation of genes and of chromosomes, population mechanics and the relationship between genes and environment in development. Mr. Lee
521. **MORPHOLOGY AND PHYSIOLOGY OF THE INVERTEBRATES (4)**
An intensive review of the invertebrate groups exclusive of the insects. Mr. Lee

Chemistry

110. **GENERAL CHEMISTRY (5)**
An introduction to the fundamental principles, basic concepts, and techniques of chemistry. Five lectures and four two hour laboratory periods per week. Mr. Butts
120. **GENERAL CHEMISTRY (5)**
A continuation of Chemistry 110. Five lectures and four two hour laboratory periods per week. Mr. Butts
201. **QUALITATIVE ANALYSIS (4)**
Analytical reactions are stressed from the point of view of the laws of chemical equilibrium applied to solutions of electrolytes. Four lectures and five two hour laboratory periods per week. Mr. Butts

Commerce

100. **TYPEWRITING FOR PERSONAL USE (2)**
This course offers fundamental training in the operation and use of typewriters with emphasis on typewriting for personal use.
361. **INTERMEDIATE ACCOUNTING (3)**
This is a study of the theory and problems in the analysis, classification and presentation of balance sheet items. Mr. Fulbright
410. **MATERIALS AND METHODS IN COMMERCE (3)**
This is a course in the techniques of Commerce instruction in the secondary schools. Miss Suggs
451. **PERSONNEL MANAGEMENT (3). Prerequisite: Senior Classification.**
This course is a study of the methods and procedures used by industrial and financial organizations in carrying out their basic personnel policies. Mr. Phillips
502. **CURRENT ECONOMIC PROBLEMS (3)**
This course is a study of the major types of problems and maladjustments in present-day American economy. Mr. Phillips

511. **BUSINESS AND ECONOMIC STATISTICS (3)**
This course is concerned with the technique of collecting, tabulating, graphically presenting and analyzing data.
Mr. Fulbright
512. **IMPROVEMENT OF INSTRUCTION IN SHORTHAND (3)**
Prerequisite: Ability to read and write Gregg Shorthand.
Intensive study of methods and materials basic to instruction in shorthand and transcription for the development of vocational proficiency.
Miss Suggs
541. **MARKETING (3)**
A comprehensive study of marketing organization and operation. Case study of marketing problems is included.
Mr. Fulbright
561. **IMPROVEMENT OF INSTRUCTION IN TYPEWRITING AND OFFICE MACHINES (3).** Prerequisite: Mastery of basic techniques in typewriting.
Intensive study of methods and materials basic to effective instruction in typewriting and office machines.
Miss Suggs

Dramatic Art

100. **APPRECIATION OF DRAMA (2)**
A survey of types of Drama to develop critical standards through studying, viewing, and listening.
Miss Bohanon
220. **FUNDAMENTALS OF STAGECRAFT (3)**
Principles of scenic design, floor plans, models and stage construction.
Miss Bohanon
331. **ORAL COMMUNICATION (2)**
This is a course in practical speech, emphasizing skills and techniques applicable to groups.
Miss Bohanon

Economics

210. **PRINCIPLES OF ECONOMICS (3).**
This course involves a survey of economic principles and institutions from the standpoint of social science.
Mr. Weston

Education

300. **THE SECONDARY SCHOOL (3)**
This course is intended to provide the student with an understanding of the history, nature, and social functions of the secondary school.
Mr. Spellman
310. **PUPIL DEVELOPMENT (3)**
This course covers the basic principles and characteristics of child and adolescent growth and development.
Mr. Spellman
320. **LEARNING AND ITS MEASUREMENT (3)**
This course provides an understanding of the nature and factors of learning, and of the tools and techniques used in its measurement.
Mr. Young

400. **TEACHING AND GUIDANCE PROCEDURES (3)**
This course is intended to acquaint the prospective teacher with the basic principles that underlie good techniques of teaching and guidance. Mr. Spellman
452. **ELEMENTARY PHOTOGRAPHY FOR TEACHERS (3)**
The operation of various types of cameras, the development of film, the making of prints and enlargements, composition, and a study of photographic chemicals will be considered in this course. Mr. Parker
461. **AUDIO-VISUAL METHODS AND MATERIALS (3)**
A survey of audio-visual materials, methods and sources. Emphasis will be on utilization techniques. Mr. Norman Johnson
502. **SUPERVISION OF INSTRUCTION (3)**
The nature and functions of supervision, teacher participation in policy formation, the organization and planning of supervision, and the training and qualifications of the supervisor. Mr. Finney
503. **ELEMENTARY SCHOOL ORGANIZATION AND ADMINISTRATION (2)**
This course deals with the elementary school principal as an educational leader. Mr. Finney
505. **SECONDARY SCHOOL ORGANIZATION AND ADMINISTRATION (2)**
An intensive study of the ways in which secondary education is organized and administered in the United States. Mr. Finney
507. **THE CURRICULUM (3)**
A study of the general principles and techniques of curriculum construction on both elementary and secondary school levels. Mrs. R. B. Browne
511. **HUMAN GROWTH AND DEVELOPMENT (3)**
This is an intensive study of prenatal, infancy, childhood, and youth periods in growth and development. Mr. Wright
513. **MENTAL HYGIENE IN TEACHING (3)**
Educational practices in relation to mental health. Mr. Thompson
516. **EDUCATIONAL MEASUREMENT (3)**
A critical study of the principles and techniques involved in measurement in education with opportunity for developing individual projects.
521. **INVESTIGATIONS AND TRENDS IN TEACHING IN THE ELEMENTARY SCHOOL: ARITHMETIC AND THE NATURAL SCIENCES (3)**
An examination of the natural sciences and arithmetic in the elementary school for trends as they relate to materials of instruction. Mrs. E. L. Johnson, Mrs. R. B. Browne
523. **CORRECTIVE READING (3)**
This course, for graduates or undergraduates, is concerned with methods of analysis and correction of difficulties in reading. Mrs. Herring

524. ACTIVITIES PROGRAM IN ELEMENTARY EDUCATION (6)
Mrs. E. L. Johnson, Mrs. R. B. Browne, Mrs. Anderson, Mrs. Herring
525. MATERIALS FOR ELEMENTARY SCHOOL TEACHING (3)
The purpose of this course is to acquaint teachers with the various types of curricular aids, and to provide experience in the use of teaching materials. Mrs. Herring
527. PROBLEMS IN READING (3)
Participants in the course will propose a series of questions about the improvement of reading instruction, examine the research pertinent to each problem; and develop a plan for systematic and continuous appraisal of progress toward desirable goals. Mrs. Herring
530. BASIC PRINCIPLES OF GUIDANCE (3)
A systematic study of the function of organized guidance services in the schools. Mr. Thompson
531. TECHNIQUES IN COUNSELING (3)
Theories of counseling are studied. The interview, use of cumulative records, interpretations of test scores, and value of the autobiography are investigated. Mr. Russell
533. ADMINISTRATIVE ASPECTS OF GUIDANCE (2)
The role of the superintendent, principal, executive assistants, teachers, students, and community is examined. Mr. Russell
534. PRINCIPLES OF OCCUPATIONAL DIAGNOSIS AND GUIDANCE (2)
This course gives the teacher and counselor an understanding of the relationship of occupational choice to educational requirements. Mr. Russell
536. ANALYSIS OF THE INDIVIDUAL (3)
A study of the means by which information is gathered about a student and the most productive methods of interpreting the materials. Mr. Thompson
543. CONTEMPORARY ISSUES AND TRENDS IN EDUCATION (3)
A study of the major issues, trends, and developments in American education. Special attention is devoted to teacher education. Mr. Fen
544. PHILOSOPHY OF EDUCATION (3)
A critical consideration of the principal problems of general educational theory confronting modern educators, especially teachers. Mr. Fen
551. SECONDARY EDUCATION IN THE UNITED STATES (3)
A systematic study of the economic and social factors contributing to the development of secondary education. Mr. Young
553. INVESTIGATIONS AND TRENDS IN TEACHING IN THE SECONDARY SCHOOLS (3)
An intensive study of changes in teaching practices and philosophy in the secondary school as revealed in research material and reports of professional organizations. Mr. Young

561. PROBLEMS, MATERIALS, AND METHODS IN TEACHING-SLOW-LEARNING CHILDREN (3)
This course deals with the teaching of special classes of mentally retarded children. Mrs. Mildred Turner
562. INTRODUCTION TO EXCEPTIONAL CHILDREN (3)
This course is designed to orient students in their work with exceptional children. Mrs. Mildred Turner
563. PSYCHOLOGY OF EXCEPTIONAL CHILDREN (3)
This course will consider the mental equipment of individual children. Mrs. Mildred Turner
566. PROBLEMS IN THE TEACHING OF SPEECH CORRECTION (3) Mrs. Thomas
567. PHONETICS (3)
Practical course designed to give theory and assurance in the handling of the IPA symbols. Mrs. Thomas
568. PRINCIPLES OF SPEECH CORRECTION (3) Mrs. Thomas
570. PROCEDURES IN EDUCATIONAL RESEARCH (3)
571. SEMINAR AND THESIS The Staff
572. INTRODUCTION TO STATISTICAL METHODS IN EDUCATION (3)
In this course, consideration will be given to procedures in tabulating data, and calculating measures of averages, variability, and correlation. Mr. Pittman

English

10. ENGLISH GRAMMAR. No Credit.
This is a review of the fundamentals of grammar. It is required of all freshmen who fail the English placement test. It is recommended for special students who desire to strengthen their background in English fundamentals. Mrs. Minnie Turner
110. ENGLISH COMPOSITION (3)
This course is primarily a study of the essentials of composition and rhetoric. Mrs. Minnie Turner
120. ENGLISH COMPOSITION (3)
This course is a continuation of English 110. Mrs. Minnie Turner
130. AN INTRODUCTION TO LITERATURE (3)
This is a study of selections representing the various types of literature from ancient times to the present. Mr. Dawson
140. AN INTRODUCTION TO LITERATURE (3)
This is a continuation of English 130. Mr. Dawson
500. LITERARY RESEARCH AND BIBLIOGRAPHY (3)
This course aims to teach students how to use bibliographical and research materials in the preparation of reports, term papers and theses. Mr. Patterson

501. **THE HISTORY OF THE ENGLISH LANGUAGE (3)**
This is a study of the philological and historical development of the English language from the Old English Period to modern times. Mr. Ivan Taylor
503. **THE DEVELOPMENT OF MODERN ENGLISH (3)**
A topical treatment of Modern English and its backgrounds, including grammatical structure, phonology, vocabulary, linguistic geography, and problems of contemporary usage and presentation. Mr. Patterson
505. **THE TRAGEDIES OF SHAKESPEARE (3)** Mr. Ivan Taylor
541. **VICTORIAN PROSE (3)**
A study of the controversial prose of Macauley, Carlyle, Mill, Huxley, Arnold, Ruskin, and Pater, with emphasis on the historical background of the period. Mr. Ivan Taylor
542. **POETRY AND PROSE BY AMERICAN NEGROES (3)**
A critical survey of the writings of American Negroes from 1760 to the present. Mr. Patterson
562. **PROBLEMS IN AMERICAN LITERATURE (3).**
This course aims to acquaint the student with some of the major domestic and foreign cultural and intellectual influences which contributed to the development of the American mind. Mr. Ray
590. **THESIS (3)**
To be elected by students actively engaged in writing a thesis in English or American literature. Mr. Ray and Staff

French

(From the following offerings 3 courses will be selected)

110. **ELEMENTARY FRENCH (3)**
The objective of the course is the development of the ability to read simple French with comprehension. Miss Horry
210. **INTERMEDIATE FRENCH (3)** Prerequisite: Two years of high school French or one year of college French. Emphasis is placed upon reading, oral and written exposition. Miss Horry
521. **THE NINETEENTH CENTURY FRENCH NOVEL (3)**
A study of the evolution and expression of romanticism, realism, and naturalism in distinctive fictional works of the nineteenth century. Miss Horry
532. **CONTEMPORARY FRENCH LITERATURE (3)**
A study of the development of literary patterns in France from the symbolist period to the present time with reference to social and historical forces. Miss Horry

Geography

210. **PRINCIPLES OF GEOGRAPHY (3)**
This is an introductory course in Geography, dealing with those physical elements of the earth which lie back of, and which influence plant, animal, and human life. Mr. Weston

History

221. UNITED STATES HISTORY TO 1865 (3)
A study of United States History from the period of discovery, exploration, and settlement to and including the Civil War.
Miss Edmonds
442. INTELLECTUAL HISTORY OF EUROPE, 1848-1950 (3)
This course traces the development of social, economic, political, and cultural ideas of Europe from the end of the revolutionary era through World War II.
Mr. Toppin
501. HISTORICAL METHOD AND BIBLIOGRAPHY (3)
This course is concerned with methods of research and schools of historical interpretation.
Miss Edmonds
561. UNITED STATES HISTORY, 1828-1848 (3)
This is an intensive study of the Jacksonian Period.
Mr. Toppin
572. RECENT HISTORY OF THE UNITED STATES, 1900-1924 (3)
Selected topics dealing with big business, American imperialism, the progressive movement, and the quest for social justice.
Mr. Toppin
- S580. HISTORY OF NORTH CAROLINA (3)
This course deals with the historical, political, economic, cultural and social development of North Carolina from its colonial beginnings to the present day.
Miss Edmonds
590. THESIS IN HISTORY
Miss Edmonds and Mr. J. H. Taylor

Home Economics

420. FAMILY AND SOCIAL RELATIONSHIPS (3)
This course includes a study of the development of personality.
Miss Myhand
510. MANAGEMENT IN FAMILY LIVING (2)
This course is planned for students who are interested in housing and management problems as they relate to family living.
Miss Myhand
522. SPECIAL PROBLEMS IN HOME ECONOMICS (3)
In this course problems in various phases of Home Economics are chosen for individual study.
Miss Dent, Miss Myhand
530. MATERIALS AND PROBLEMS IN HOME ECONOMICS CURRICULUM (3)
This course deals with materials and problems of Home Economics curriculum on the secondary level with emphasis on vocational homemaking education.
Miss Dent
581. ADVANCED CHILD DEVELOPMENT (3)
This course deals with methods, materials, programs, environment, and equipment for development of good childhood education.
Miss Myhand

582. COMMUNITY ORGANIZATION FOR ADULT EDUCATION (3)
This course deals with procedures for studying and relating community organization to adult education for homemakers.
Miss Dent
590. THESIS IN HOME ECONOMICS
Miss Dent

Library Science

321. SELECTION AND USE OF REFERENCE MATERIALS (3)
The selection, evaluation, and use of basic reference materials essential in a school library.
Miss Pope
322. BOOKS AND RELATED MATERIALS FOR CHILDREN (3)
Designed to acquaint future librarians with materials for broadening children's reading and enriching the school curriculum.
Mrs. Walker
340. LIBRARY TECHNIQUES (1)
A laboratory course which explains methods used in library acquisition, preparation, circulation, and materials preservation services.
Mrs. Walker
342. CATALOGUING AND CLASSIFICATION FOR SCHOOL LIBRARIES (3)
This course studies the fundamentals of cataloguing, classification, and assigning subject headings for the school library.
Mrs. Walker
411. SCHOOL LIBRARY ADMINISTRATION (3). Prerequisite:
L. S. 321, 322, 421, 342
Organization, management, and operation of the elementary and secondary school library.
Mrs. Walker
421. BOOKS AND RELATED MATERIALS FOR YOUNG PEOPLE (3)
This course is similar to L. S. 322 except that materials for adolescents are covered.
Mrs. Ann E. Johnson
514. THE LIBRARY IN THE SCHOOL (2)
A study of the role of the library in modern elementary and secondary schools.
Mr. Moore
521. GENERAL BIBLIOGRAPHY (3)
A basic course in the evaluation and use of sources of information; attention is given to the reference functions of the entire library collections.
Miss Pope
523. LITERATURE OF THE HUMANITIES (2)
A survey of library resources, emphasizing landmark books, journals, major bibliographic and fact sources.
Miss Pope
531. FOUNDATIONS OF LIBRARY SERVICE (2)
An introductory course which sets forth bases of modern librarianship which may be found in the humanistic and social disciplines.
Miss Pope

534. HISTORY OF BOOKS AND LIBRARIES (2)
This is a study of the origin and development of books and collections of writings from the earliest times to the present.
Mr. Moore
541. TECHNICAL SERVICES IN LIBRARIES (3)
Survey of the methods of acquisition, cataloguing, conservation, and circulation of library materials, designed to promote critical understanding of practices and alternative methods.
Mrs. Ann E. Johnson
542. ORGANIZATION OF MATERIALS FOR USE (3)
Prerequisite: L. S. 541.
The organization of library materials, including the principles of cataloguing, classification, subject analysis, and bibliographical methods.
Mrs. Ann E. Johnson
571. METHODS OF INVESTIGATION (3)
Prerequisite: Consent of instructor.
A survey and analysis of recent research in librarianship and study of methods of investigation applicable to the problems of librarianship.
Mr. Moore

Mathematics

100. ALGEBRA (2) Prerequisite: Passing score on Mathematics Placement Test.
The essential processes of high school algebra are reviewed in this course: factoring, functions and graphs, and linear and quadratic equations.
110. PLANE TRIGONOMETRY (3) Prerequisite: High School Algebra or permission of the department.
Trigonometric functions, solutions of the right and the oblique triangles, the theory and the use of logarithms, applications, half and multiple angle formula, trigonometric equations, and inverse trigonometric functions are studied in this course.
120. COLLEGE ALGEBRA (3) Prerequisite: Mathematics 110
Topics studied in this course are advanced topics in quadratic equations, the binomial theorem, progressions, complex numbers and DeMoivre's Theorem, Mathematical induction, determinants, introduction to the theory of equations, permutations and combinations.
Mr. McCollum
130. PLANE ANALYTIC GEOMETRY (3) Prerequisite: Mathematics 120
This course considers the following topics: rectangular and polar coordinates, lines, circles, conic sections, higher plane curves, translation of axes, and parametric equations.
Mr. McCollum

512. INTRODUCTION TO THE THEORY OF PROBABILITY AND STATISTICS (3)
Basic principles of probability theory. Mathematical expectations, probability density functions, determination of the degree of confidence to be placed in inductive conclusions, and other selected topics. Mr. McCollum

Music

101. FUNDAMENTALS OF MUSIC (2)
A study of basic terminology, scales, intervals, sight singing and ear training. Mr. Hill
341. HISTORY OF MUSIC (3)
A study of the development of music from antiquity through the baroque period. Mr. John
400. KEYBOARD HARMONY (2)
A study of functional harmony at the keyboard. Mr. Hill
480. MARCHING BAND TECHNIQUES AND ARRANGING (3)
A practical course of arranging music for the marching and football bands. Mr. John
511. MUSIC IN WESTERN CIVILIZATION (3)
An intensive investigation of music as an integral force in the historical, sociological and philosophical development of western civilization. Mr. John
521. STUDIES IN MUSIC EDUCATION (3)
Survey and discussion of research studies and evaluation of current methods in music education. Mr. John
532. CHORAL ORGANIZATION AND LITERATURE (3)
A study of the organizations and literature of choirs, glee clubs and other vocal ensembles. Mr. Hill

Applied Music

Private lessons in piano, organ, voice or any of the wind instruments are available. See Mr. John for assignment

Physical Education

420. INTERMEDIATE SWIMMING (1) Mr. Erwin Johnson
450. INDIVIDUAL PHYSICAL EDUCATION (2)
Topics considered are faulty body mechanics, poliomyelitis, obesity, cardiac limitations, and like problems which influence activity limitations. Mr. Weatherford
502. PHYSIOLOGY OF EXERCISE
This course deals with exercise and body function. Topics considered are speed, strength, skill, and endurance. Mr. Weatherford

512. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION (3)
This course deals with the analyzation and application of tests of motor ability, physical fitness, anthropometry, cardiac function, and athletic ability. Mr. Townes
521. ADMINISTRATION OF INTERSCHOLASTIC AND INTER-COLLEGIATE ATHLETICS (3). Mr. Townes
540. QUANTITATIVE AND QUALITATIVE EVALUATION OF PSYCHOMOTOR ACTIVITIES (3)
A study of the character and components of motor skills and insight necessary for successful motor performance. Mr. Townes
550. PHYSICAL EDUCATION AND RECREATION PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS (3)
This course is designed to assist teachers in more effective and creative use of the State Physical Education Publication No. 279. Mr. Weatherford
590. SEMINAR IN PHYSICAL EDUCATION Mr. Townes

Psychology

210. GENERAL PSYCHOLOGY (3)
An introduction to psychological terms, principles and facts designed to aid the student in understanding himself and others. Mr. J. T. Taylor
320. MENTAL HYGIENE (3)
Attention is given to the dynamics and motivation of behavior with emphasis upon adjustive techniques designed to preserve mental health. Mr. J. T. Taylor
412. THE PSYCHOLOGY OF PERSONALITY (3)
The structure and development of the normal personality. Mr. J. T. Taylor

Public Health Nursing

493. SPECIAL FIELDS IN PUBLIC HEALTH NURSING (6)
(Students in Public Health Nursing will enroll for an additional three hours in the Audio-Visual Education Workshop) Mrs. Morse

Social Science

110. FOUNDATIONS OF CONTEMPORARY EUROPEAN CIVILIZATION (3)
A panoramic portrayal of the history of man from the Renaissance to the present. Mr. Weston
410. MATERIALS AND METHODS IN SOCIAL SCIENCE (3)
This is a course in the technique of social science instruction in both elementary and high schools. Mrs. E. L. Johnson

Sociology

210. PRINCIPLES OF SOCIOLOGY (3)
This is the introductory course in Sociology. It presents the principles of collective behavior, social process, personality development, and culture. Mr. Brooks
421. COLLECTIVE BEHAVIOR (3)
This course will include an investigation of the nature and function of some leading types of collective behavior. Mr. Brooks
431. SOCIAL ORGANIZATION (3)
This course is a study of the structure and dynamic processes of human society. Mr. Brooks
510. THE STUDY OF SOCIETY (3)
This is an advanced general course in Sociology dealing with basic concepts of social behavior and fundamental sociological principles. Mr. King
522. THE SOCIOLOGY OF SMALL GROUPS (3)
This course represents an approach to the understanding of the elements of social interaction in society. Mr. King
542. SOCIAL STRATIFICATION (3)
This is a study of the process of social differentiation relative to differential social evaluation in the structure of human association. Mr. King

